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ABSTRACT

This training module was developed to introduce postsecondary personnel to the support services available for students with disabilities at Longview Community College in Missouri. The module covers the definition and philosophy of support services, including the development of rehabilitation services, independent living, and the disability rights movement. It offers statistics on the percentage of full-time freshmen with disabilities and types of disabilities. It describes campus services for students with disabilities, including physical accommodations, copying assistance, enlargement of materials, interpreter services, notetaking services, testing services, textbooks on tape, and others. The module also describes outside resources, such as AHEAD (Association on Higher Education and Disability) and the HEATH Resource Center, and community services, including independent living, financial assistance, reading and referral services, transportation, and national toll free hotlines. The module contains handouts and overheads used to enhance important points. Handouts include a list of functions of disability service programs, a student services handbook for special needs students at Longview Community College, descriptions of community resources, and information about Project ABLE (a structured curriculum for individuals with learning disabilities or head injuries). (JDD)

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ED 377 620

CREATING EMPLOYMENT OPPORTUNITIES

SUPPORT SERVICES:

LONGVIEW COMMUNITY COLLEGE

Martha Wille Gregory, Editor

U.S. DEPARTMENT OF EDUCATION
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This Creating Employment Opportunities (CEO) Project has been produced in cooperation with the University of Missouri - Columbia, Longview Community College, and Southwest Missouri State University.

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1993

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LONGVIEW COMMUNITY COLLEGE

Support Services

Directions For Use

According to a survey by Henderson (1992), the number of freshman students with disabilities has tripled since 1978. To better serve this growing population, this module was developed to introduce postsecondary personnel to the support services available. This module can be used in its entirety, or parts can be deleted according to the needs of the audience. This module was designed to provide comprehensive information. The trainer should not read the script as is, but be familiar with it to help the presentation flow naturally.

The training objectives are:

1. Basic functional knowledge of the Disability Service Programs.
2. Philosophy behind support services.
3. Support Services available in the community and postsecondary institutions.

Below is an outline of the module:

I. Introduction
   - A. Purpose Statement
   - B. Objectives
   - C. Agenda/Outline

II. Definition/Philosophy of Support Services
   - A. Definition
   - B. Philosophy
     - ●Rehabilitation
     - ●Independent Living
     - ●Disability Rights Movement
     - ●Components of Philosophical Framework

III. Population
   - A. Statistics
     - ●Percentage of Full-Time Freshmen with Disabilities
     - ●Facts from College Freshmen with Disabilities
     - ●Diversity of Disabilities

IV. Campus Services
   - A. Functions of Disability Service Programs
   - B. Longview Special Needs Student Services Handbook
   - C. Outside Resources
     - ●AHEAD
     - ●HEATH

V. Community Services
   - A. Introduction
     - ●Independent Living
     - ●Financial Assistance

- Reading and Referral Services
- Transportation
- National Toll Free Hotlines

VI. Conclusion

This module contains handouts and overheads used to enhance important points. Cues are given to the trainer on the right side of the page on the proper time to use and refer to the overheads and handouts. Notes to the trainer are in *italicized* script. This text is not to be read aloud to the audience, but used as a tool for the trainer.

MATERIALS NEEDED FOR THE WORKSHOP:

- Sign-up list
- Folder packets for handouts
- Pencil/pens
- Name tags (optional)
- Overhead projection/projector screen
- Video equipment (If recording the training session)
- Podium
- Food/drink (optional)

WHEN CONDUCTING THE TRAINING:

- Have fun, be relaxed. Allow for interaction.
- Begin and end on time.

WHEN USING THE EQUIPMENT:

- When using the overhead, use a sheet to cover information until it is disclosed.
- Use a pointer or pen to point to information.

ADAPTATIONS FOR INDIVIDUALS WITH DISABILITIES:

- Make sure all participants are included in the activities.
- Make available if necessary, large print, braille, or taped copies of presentation.
- Ask the individual what type of accommodation is needed.
- Repeat questions from the audience.
- Speak in a normal voice to the audience.
- If not using the overhead, turn it off. It can be distracting.

I. Introduction

A. Purpose Statement

The number of freshmen students with disabilities in higher education institution has tripled since 1978. Support services have been developed to assist individuals with disabilities with accommodations and accessibility issues. This training session was developed to educate postsecondary personnel regarding support services available in the community and on campus.

B. Objectives

Overhead & Handout #1 Learning Objectives/Agenda

The learning objectives for this module are:

1. Basic functional knowledge of the Disability Service Programs.
2. Philosophy behind support services.
3. Support Services available in the community and postsecondary institutions.

C. Agenda/Outline

I. Introduction
   - A. Purpose Statement
   - B. Objectives
   - C. Agenda/Outline

II. Definition/Philosophy of Support Services
   - A. Definition
   - B. Philosophy
     - ●Rehabilitation
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     - ●Disability Rights Movement
     - ●Components of Philosophical Framework

III. Population
   - A. Statistics
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     - ●Facts from College Freshmen with Disabilities
     - ●Diversity of Disabilities

IV. Campus Services
   - A. Functions of Disability Service Programs
   - B. Longview Special Needs Student Services Handbook
   - C. Outside Resources
     - ●AHEAD
     - ●HEATH

V. Community Services
   A. Introduction
      - Independent Living
      - Financial Assistance
      - Reading and Referral Services
      - Transportation
      - National Toll Free Hotlines

VI. Conclusion

II. DEFINITION/PHILOSOPHY OF SUPPORT SERVICES

A. DEFINITION

Overhead #2
Definition of Support Services

What are support services for students with disabilities? The answer to this question is as diverse as the college student population. A support service is as simple as putting books on tape and as complex as altering degree requirements. Services of students with disabilities meet individual needs and necessitate cooperative efforts. They are often the result of planning and foresight, and sometimes the product of conflict resolution. They are based on theoretical foundations common to student development of the general college student population and incorporate specific elements of disability culture and rehabilitation. We will talk more about specific support services on campus later in the training. First, it is important to have a brief understanding of the philosophy behind the services.

B. PHILOSOPHY

Overhead #3
Rehabilitation, Indep. Living, Rights Mvmt.

Many factors have contributed to the development of a philosophical framework of services for students with disabilities. Some of the factors include rehabilitation services, independent living strides, and the disability rights movement.

Rehabilitation

World War I introduced the concept of rehabilitation services on a broad basis. The focus for the first rehabilitation services was on the veteran with a disability who was returning home with a need for retraining or education. This need created the first federal program for individuals with disabilities -- a program now known nationwide as Vocational Rehabilitation. Vocational Rehabilitation facilitated the first higher educational pursuits by people with disabilities. It was not until 1973 that other federal action significantly affected individuals with disabilities -- the Rehabilitation Act was passed by Congress. It included Section 504, which prohibits recipients of federal funds from

discriminating on the sole basis of handicap. Since the majority of American colleges and universities receive some federal dollars, the impact was enormous.

Independent Living

Environmental barriers were addressed largely due to the rehabilitation movement; attitudinal barriers, however, were addressed largely due to the independent living movement. This movement developed as people with disabilities began to state their right to educate themselves and decide for themselves what services and products they wished to purchase. For the first time, people with disabilities were stating they were consumers first, patients and clients last. Under the independent living model of service delivery, people with disabilities are viewed as consumers. This is an important distinction from rehabilitation models which viewed people with disabilities as patients.

Disability Rights Movement

In the last two decades a movement has slowly taken shape to demand the fundamental rights for individuals with disabilities that have already been granted to all other Americans. The disability movement is a mosaic movement; diversity is its central characteristic. No one leader or organization can claim to speak for all people with disabilities. Without one highly visible leader, the movement has gone unnoticed by the majority of people without disabilities. But by its acceptance of differences, the campaign for disability rights has forged a powerful coalition of millions of people with disabilities, their families, and those that work with them. It has led to the emergence of a group consciousness and new attitudes. The new attitude is that there is no pity or tragedy in disability, and that it is society's myths, fears, and stereotypes that most make having a disability difficult. This attitude is the philosophical framework of services for students with disabilities. Students with disabilities are first and foremost students, and their disabilities are not viewed as the main essence of their being. Services are not provided in a medical setting, and students are not seen as patients. Coordinators of student services do not strive to evaluate and heal medical impairments, rather they strive to evaluate and "heal" the campus environment. Through this perspective, students are empowered versus rescued. Students are provided with the knowledge, tools, and opportunities necessary to succeed in an environment where competitive disadvantages are neutralized. As the nation begins to implement this philosophy by meeting guidelines of the Americans with Disabilities Act, colleges and universities with strong services for students with disabilities can serve as models of success.

Overhead #4
Philosophical
Framework

Components of Philosophical Framework

* Students with disabilities are first and foremost STUDENTS.
* Students with disabilities are consumers.
* There is no pity or tragedy in disability.
* It is architectural and attitudinal barriers that make being a person with a disability difficult.
* Students are empowered versus rescued.

III. POPULATION

A. STATISTICS

Although statistics pertaining to college students with disabilities are not plentiful, recent efforts have produced data that can provide meaningful insight. The findings reported in College Freshmen with Disabilities: A Statistical Profile by Cathy Henderson (August 1992) include the fact that the percent of freshmen who report having a disability has TRIPLED since 1978. Approximately, one in eleven full-time freshmen (8.8 percent) in 1991 reported having a disability, a considerable change since 1978 when the proportion was about one in 38 freshmen, or 2.6 percent! This knowledge paints a vivid picture regarding the need for support services. A significant and growing percentage of the college student population has disabilities. The diversity of the disabilities reported include hearing, speech, orthopedic, learning, health, and sight impairments. The majority of disabilities reported are not visible; sight and learning disabilities are those most frequently identified by freshmen. The greatest growth in the percentage of students reporting a particular disability over time is in the category of learning disabilities. Certainly this information, plus the data , has programming and support service implications.

Percentage of Full-Time Freshmen with Percentage of Full-Time Freshmen Reporting Disabilities: Selected Years

Overhead #5
% Freshmen w/
Disabilities

Disability	1978	1985	1988	1991
Hearing	NR	0.9	0.9	0.9
Speech	NR	0.3	0.3	0.5
Orthopedic	NR	0.9	1	1.2
LD	NR	1.1	1.2	2.2
Health Related	NR	1.2	1.2	1.3
Partially sighted/blind	NR	2.1	1.9	2.2
Other	NR	1.2	1.4	1.6
Total	2.6	7.4	7	8.8

Source: HEATH Resource Center, ACE. Based on unpublished data from the 1991 Cooperative Institutional Research Program, UCLA, 1992. Note: NR = No Response. NRs in 1978 are due to phrasing of the question: "Do you have a physical handicap? If so what type? In 1985,1988,1991, the question was, Do you have a disability? Mark all that apply."

To Trainer: Below are major points concerning the above survey. Depending upon time and audience read all points or simply touch on a few.

Facts from College Freshmen with Disabilities: A Statistical Profile

Overhead #6
Freshmen Profile

- In the last fifteen years the percent of college freshmen who report having a disability has tripled.
- Almost one in 11 (8.8 percent) college freshmen reported having a disability in 1991.
- The disabilities most prevalent among college students are invisible.
- The percentage of students with learning disabilities has grown the most rapidly; now constituting 25 percent of all students with disabilities.

Overhead #7
Diversity

Diversity of Disabilities

Visible	Hidden	Injury-Related
Spinal Cord Injury	Dyslexia	Carpal Tunnel Syndrome
	Deafness	Closed Head Trauma
		Amputation

Static	Congenital	Episodic
Cerebral Palsy	Muscular Dystrophy	Multiple Sclerosis
Mental Retardation	Hemophilia	Epilepsy

Progressive
AIDS
Cystic Fibrosis

IV. CAMPUS SERVICES

A. FUNCTIONS OF DISABILITY SERVICES PROGRAMS

Overhead #8
Functions of DSP

We are now going to give a brief overview of available services on campus. We will then go into more detail concerning each one. Although services for students with disabilities in post-secondary education are multi-faceted, they adhere to fundamental characteristics.

Handout #2
DSS Office

Disability Service Programs:

- function as a coordinating center of activities, policies, and procedures that affect students with disabilities.
- accomplish goals through both direct contact with students and creation of environments conducive to students with disabilities educational objectives;
- respond to the developmental and demographic profiles of the students with disabilities who are served;
- identify eligible students with disabilities and assist them in determining resources appropriate for meeting their needs.
- provide intentional interventions designed to improve the campus environment and neutralize negative environmental conditions.
- promote student development by encouraging:
  -positive and realistic self appraisal;
  -intellectual development;
  -appropriate personal and career decisions;
  -clarification of values;
  -physical fitness;
  -an enhanced capacity to engage in a personally satisfying and effective style of living;
  -the ability to relate meaningfully to others;
  -appreciation of cultural and aesthetic differences; and
  -an enhanced capacity to work independently and interdependently.

B. Longview Community College Handbook

The handbook enclosed was developed specifically for students with disabilities attending Longview Community College. The Longview Special Needs Student Services Handbook was developed by the staff of the Longview Special Needs Office located at:
500 SW Longview Road
Lee's Summit, MO 64801-2105.

Feel free to call about any questions you may have at:
(816) 672-2254. The office is located in the Campus Center Building (see enclosed map of campus). Staff within the office include:

- Alana Timora-Vocational Evaluator Supervisor
- Connie Flick-Hruska-Special Needs Counselor and Support Services Coordinator
- Mary Sturdivaent-Vocational Resource Educator

Project ABLE is an option for students with Learning Disabilities or Head Injuries. Mary Ellen Jenison, Coordinator ABLE

C. Outside Resources

Handout #3
Longview
Services/Handbook

AHEAD

The field of disabled student services is continually challenging and expanding. To obtain more entailed information and/or keep abreast of current issues, one may contact the professional organization AHEAD (Association on Higher Education and Disability). AHEAD was founded in 1978 to address the need and concern for upgrading the quality of services available to students with disabilities in postsecondary education. The mission of the Association is to provide unique leadership, focus, and expertise for professionals. It is a multinational, nonprofit organization committed to promoting full participation of individuals with disabilities in postsecondary education. The Association's training programs, workshops, publications, and conferences are planned and developed by its elected officials and governing board and carried out by its full-time Executive Director and staff. AHEAD has developed a communication network that addresses the needs of special interests within the organization. Each Special Interest Group (SIG) provides in-depth attention to current issues affecting that group. AHEAD members are encouraged to be actively involved in any group that addresses their special interests. The Special Interest Groups include: Blindness/Visual Impairment, Canadian Programs, Career Planning/Placement,

Community College, Computers, Deafness/Hearing Impairment, Disability Studies, Head Injury, Independent Colleges and Universities, Learning Disabilities, Psychiatric Disabilities, TRIO Programs, and Women and Disability.

B. HEATH

Another beneficial resource is the HEATH Resource Center a clearinghouse that operates under a congressional legislative mandate to collect and disseminate information nationally about disability issues in postsecondary education. HEATH has an extensive publication program (single copies of publications are free and may be reproduced), a toll-free telephone service, and a professional staff that participates in a strong network of colleagues across the country.

AHEAD
P.O. Box 21192
Columbus, OH 43221
(614) 488-4972 (Voice/TDD)

Heath Resource Center, Department FD
American Council on Education
One Dupont Circle, Suite 800
Washington, DC 20036
(800) 544-3284

Service providers seeking more in-depth study may obtain single copies of the previously mentioned document from the American Council on Education for $10.00 each (includes postage). Multiple copies are available for $7.50 each. All orders must be prepaid by money order or check (made payable to American Council on Education) and sent to:

Heath Resource Center, Department FD
American Council on Education
One Dupont Circle
Washington, DC 20036

V. COMMUNITY RESOURCES

A. INTRODUCTION

Handout #4
Resources

The following are community resources pertaining to disability issues. Many of the agencies listed offer a variety of services, however, for the purposes of this module the services selected are those which most closely relate to college student development. Please keep in mind that students with disabilities may also benefit from resources not specifically targeted to concerns surrounding disability. Always consider resources that you have found to be helpful for the general student population as well.

To Trainer: Depending on audience and time, the trainer can go into details concerning Community Resources or just refer them to the handout.

LONGVIEW COMMUNITY RESOURCES

Independent Living

The WHOLE PERSON Inc.
3100 Main, Suite 206
Kansas City, MO 64111
816-561-0304 & 531-7749 (TDD)

The WHOLE PERSON Inc. provides training on a variety of independent living issues; Housing assistance and referral; Personal care assistance; Interpreter Service; Peer counseling; Group advocacy and Accessibility information. The fee for services vary. There is no fee for independent living assistance; donations are appreciated for housing assistance. Interpreter costs are based upon ability to pay with a $15 per hour, two hour minimum, for qualified interpreters. Access KC: A Guide for Disabled Kansas Citians is available for a $10.00 donation plus postage (this is a book providing information about wheelchair accessibility of major public buildings and local establishments - includes accommodations made for people with hearing and visual impairments). To receive services, call or visit at the above address.

National Federation of The Blind
6129 Oak Street
Kansas City, MO 64113
816-444-6448

Services provided by NFB include: advocacy and training of skills of blindness; assistance in finding employment; referrals to community resources; cane travel training; aids and appliances; braille information and assistance. There is no fee and no restrictions for becoming eligible for the services. Phone or write for information about receiving the services.

Barrier Busters
4001 E. 138th St.
Grandview, MO 64030
816-763-4467

Barrier Busters will consult, design, construct, and install to provide the right solution to individual accessibility problems within a home. Examples of modifications include stairway lifts, wheelchair lifts, residential elevators, chair lifts, etc. Prices vary according to type and size of job.

Financial Assistance

Rehabilitation Services for the Blind
615 East 13th Street
Kansas City, MO 64106
816-889-2677

Rehabilitation Services for the Blind provides diagnosis and evaluation, physical restoration, and instruction in daily living (including braille and travel training). Also available is vocational training and education, provision of tools and equipment, rehabilitation facility services for adjustment to blindness and attainment of blindness skills, job development, placement assistance/follow-up. There is no fee to receive services. However, to be eligible, an individual must be legally blind or have other severe visual impairments, and must be a resident in the state of Missouri. There must be an assessment of the applicant's vocational needs (for some programs), and an assessment of applicant's financial needs (for some programs). Phone for an appointment.

Division of Family Services
201 Partridge
Independence, MO 64055
816-325-5800

The Division of Family Services offers public financial assistance programs such as Medical Assistance, food stamps, and energy assistance during the winter months. DFS also offers financial programs for individuals who are blind.

Easter Seal Society
1115 East 65th St.
Kansas City, MO 64121
816-333-3223

The Easter Seal Society provides direct financial assistance for transportation assistance and for equipment. There is no service fee, however, to be eligible for assistance one must be 21 years or younger and have a disability.

Vocational Rehabilitation
3640 S. Noland Road Suite 240
Independence, MO 64055
816-325-5850

VR provides diagnosis and evaluation, physical restoration, instruction in daily living (including braille and travel training), vocational training and education, provision of tools and equipment. They also provide rehabilitation facility services for adjustment to blindness and attainment of blindness skills, job development, and placement assistance/follow-up. Call the above number for an appointment.

Reading and Referral Services

Recording for the Blind
20 Rozel Road
Princeton, NH 08540
609-452-0606
For book orders: 1-800-221-4792/4793

Recording for the Blind lends recorded educational books to persons who cannot read standard printed material because of visual, physical or specific learning disabilities. Also functions as a recording service for complete, published copyrighted books that are educational in nature.

Talking Books
Wolfner Library for the Blind and Physically Handicapped
P.O. Box 387
Jefferson City, MO 65102-0387
314-751-8720
1-800-392-2614

Persons who are unable to read standard printed material, because of visual of physical limitations are eligible for services offered by the Wolfner Library. Available are magazines and books in the form of cassettes, discs, records, braille and large print. Equipment needed to play the discs, records, plus the material itself, are mailed as "Free Matter" (no charge) to and from patrons. They will also loan out the four track player needed to play their tapes as well as tapes from Recording for the Blind.

Kansas City Low Vision Library
311 E. 12th Street
Kansas City, Mo 65102
(816) 842-7559
They will tape text books for free but request lots of lead time.

Transportation

The Metro
Information Line:
221-0660 & 474-0646 (TDD)

The Metro is operated by the Kansas City Area Transportation Authority (KCATA) generally runs from 4:30am to 12:30am daily, with days and times varying for each route. The Metro buses operate on routes within the city limits of Kansas City and on other MO routes including Independence, North Kansas City and Gladstone. Fifty percent of the buses are wheelchair accessible; the remaining will be replaced by lift-equipped buses by 1998. Riders should call the Information Line (operators are on duty from 6:00am to 6:00pm) to determine accessible service. Reduced bus fare for riders with disabilities is .45 cents for regular routes, .55 cents for express routes, and $17.00 for monthly passes. Individuals should apply for reduced fare by completing an application which includes certification of disability from a physician or qualified agency. Application fee is $1.00.

There are also several types of paratransit services available: demand response, special reserve and limited reserve. To find out about the paratransit services in your area, consult the "1992 Guide to Public Transportation Systems and Paratransit Services in the Greater Kansas City Area" provided by The Whole Person 816-561-0304.

NATIONAL TOLL-FREE NUMBERS

AT&T Special Needs Center
(800) 233-1222
TDD (800) 833-3232

AMC Cancer Info. Center
(800) 525-3777

American Council for the Blind
(800) 424-8666

American Diabetes Association
(800) 232-3472

American Paralysis Association
(800) 225-0292

Better Hearing Institute
(800) 424-8576

Doubleday Large Print Books
(800) 343-4300

Epilepsy Foundation
(301) 459-3700
(800) 332-1000

Higher Education and Training for People with Handicaps
(800) 544-3284

IBM Support Center for Persons with Disabilities
(800) 426-2133

Job Accommodation Network
(800) 526-4698
(800) 526-723

Job Opportunities for the Blind
(800) 638-7518

Job Discrimination Hot Line
(800) USA-EEOC

Library of Congress Handicapped Hot Line
(800) 424-8567

Medicare Information Line
(800) 392-8667

MO-Advocacy and Protection for the Disabled
(800) 392-8667

Multiple Sclerosis 24 Hour Info. Line
(800) 624-8236

National AIDS Hot Line
English,(800) 324-AIDS
Spanish,(800) 344-SIDA
Deaf,(800) AIDS-TTY

Nat. Cystic Fibrosis Foundation
(800) 344-4823

National Deafness Info. Center
(8000 672-6720

National Down Syndrome Society
(800) 221-4602

National Easter Seal Society
(800) 221-6827

National Organization on Disability
(800) 248-ABLE

National Rehabilitation Info. Center
(800) 34-NARIC

National Spinal Cord Injury Hot Line
(800) 526-3456

National Tuberous Sclerosis Assoc.
(800) CAL-NTSA

Random House Audio Books
(800) 638-6460

Recording for the Blind
(800) 221-4792

Social Security Information Line
(800) 772-1213

Spina Bifida Association
(800) 621-3141

United Cerebral Palsy
(800) 872-1827

VI. Conclusion

Handout #5
Evaluation

This has been a brief overview of support services available to individuals with disabilities. Please keep as a resource when making referrals. If there are questions please contact the Disabled Student Office or myself. Please fill out the evaluation prior to leaving Thank you for attending.

Overheads

1. Learning Objectives/Agenda
2. Definition of Support Services
3. Rehabilitation, Independent Living and Rights Movement
4. Philosophical Framework
5. Percentage of Freshmen with Disabilities
6. Freshmen Profile
7. Diversity
8. Functions of Disability Service Program

OBJECTIVES:

1. Basic functional knowledge of the Disability Service Programs.

2. Philosophy behind support services.

3. Support Services available in the community and postsecondary institutions.

AGENDA

- DEFINITION/PHILOSOPHY OF SUPPORT SERVICES

- POPULATION

- CAMPUS SERVICES

- COMMUNITY SERVICES

Overhead #2

SUPPORT SERVICES

- ASSIST WITH ACADEMIC ADJUSTMENTS
- COORDINATE ACTIVITIES
- ACT AS A CAMPUS RESOURCE
- PROMOTE STUDENT DEVELOPMENT

Overhead #3

Factors Contributing to Philosophical Framework:

★ REHABILITATION

★ INDEPENDENT LIVING

★ DISABILITY RIGHTS MOVEMENT

Overhead #4

Components of Philosophical Framework

* Students with disabilities are first and foremost STUDENTS.

* Students with disabilities are consumers.

* There is no pity or tragedy in disability.

* It is architectural and attitudinal barriers that make being disabled difficult.

* Students are empowered versus rescued.

Overhead #5

Percentage of Full-Time Freshmen with Disabilities

Selected Years

Disability	1978	1985	1988	1991
Hearing	NR	0.9	0.9	0.9
Speech	NR	0.3	0.3	0.5
Orthopedic	NR	0.9	1	1.2
LD	NR	1.1	1.2	2.2
Health Related	NR	1.2	1.2	1.3
Partially sighted/blind	NR	2.1	1.9	2.2
Other	NR	1.2	1.4	1.6
Total	2.6	7.4	7.0	8.8

Source: HEATH Resource Center, ACE. Based on unpublished data from the 1991 Cooperative Institutional Research Program, UCLA, 1992. Note: NR = No response. NRs in 1978 are due to phrasing of the question: Do you have a physical handicap? If so what type? In 1985,1988,1991, the question was, Do you have a disability? Mark all that apply.

Overhead #6

A Statistical Profile

Facts from College Freshmen with Disabilities:

* In the last fifteen years the percent of college freshmen who report having a disability has tripled.

* Almost one in 11 (8.8 percent) college freshmen reported having a disability in 1991.

* The disabilities most prevalent among college students are invisible.

* The percentage of students with learning disabilities has grown the most rapidly, now constituting 25 percent of all students with disabilities.

Overhead #8

FUNCTIONS OF DISABILITY SERVICES PROGRAMS

* function as a coordinating center of activities, policies, and procedures that affect students with disabilities.

* accomplish goals through both direct contact with students and creation of environments conducive to students with disabilities educational objectives;

* respond to the developmental and demographic profiles of the students with disabilities who are served;

* identify eligible students with disabilities and assist them in determining resources appropriate for meeting their needs.

* provide intentional interventions designed to improve the campus environment and neutralize negative environmental conditions.

* promote student development by encouraging:
  - positive and realistic self appraisal;
  - intellectual development;
  - appropriate personal and career decisions;
  - clarification of values;
  - physical fitness;
  - an enhanced capacity to engage in a personally satisfying and effective style of living;
  - the ability to relate meaningfully to others;
  - appreciation of cultural and aesthetic differences;
  - an enhanced capacity to work independently and interdependently.

HANDOUTS

1. Learning Objectives/Agenda
2. Functions of Disability Services Program
3. Longview Handbook
4. Resources
5. Evaluation (optional)

The training objectives are:

1. Basic functional knowledge of the Disability Service Programs.
2. Philosophy behind support services.
3. Support Services available in the community and postsecondary institutions.

AGENDA

DEFINITION/PHILOSOPHY OF SUPPORT SERVICES

POPULATION

CAMPUS SERVICES

COMMUNITY SERVICES

Handout #2

The Functions of Disability Services Programs are to:

* **Function as a coordinating center of activities, policies, and procedures that affect students with disabilities.**

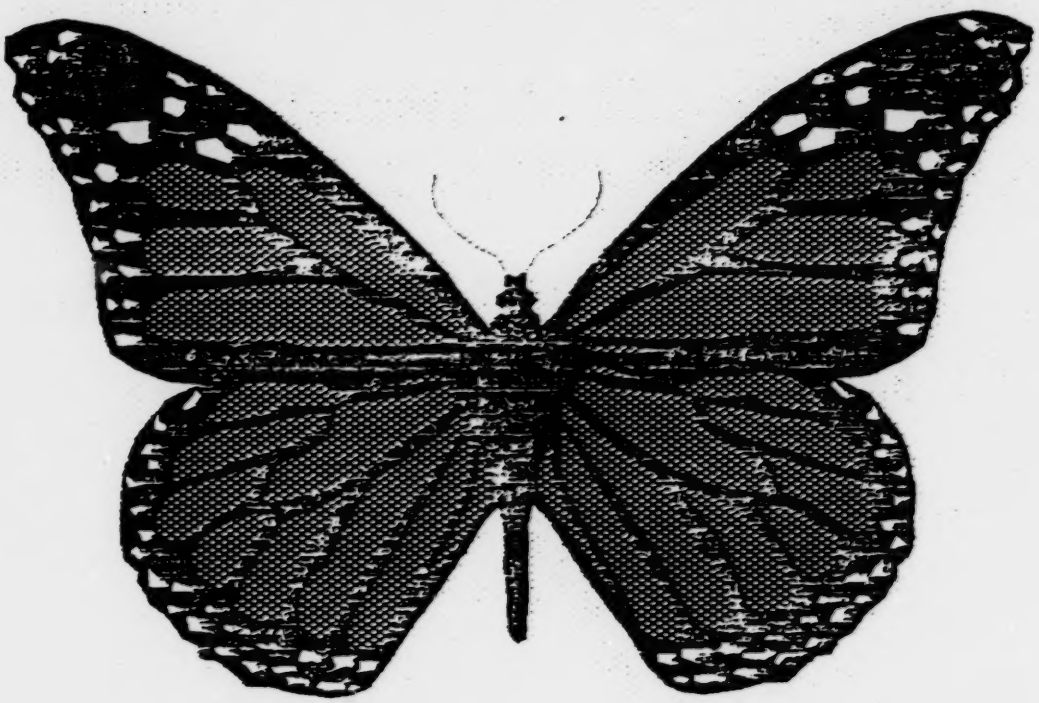
* **accomplish goals through both direct contact with students and creation of environments conducive to disabled students' educational objectives;**

* **respond to the developmental and demographic profiles of the students with disabilities who are served;**

* **identify eligible students with disabilities and assist them in determining resources appropriate for meeting their needs.**

* **provide intentional interventions designed to improve the campus environment and neutralize negative environmental conditions.**

* **promote student development by encouraging:**
  - **positive and realistic self appraisal;**
  - **intellectual development;**
  - **appropriate personal and career decisions;**
  - **clarification of values;**
  - **physical fitness;**
  - **an enhanced capacity to engage in a personally satisfying and effective style of living;**
  - **the ability to relate meaningfully to others;**
  - **appreciation of cultural and aesthetic differences;**
  - **an enhanced capacity to work independently and interdependently.**



LONGVIEW SPECIAL-NEEDS

STUDENT SERVICES HANDBOOK

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THIS BOOK IS TO BE USED AS A GUIDE FOR SERVICES AVAILABLE THROUGH SPECIAL NEEDS.

IT IS NOT ALL ENCOMPASSING OF SERVICES A STUDENT MAY REQUEST.

WE WILL WORK WITH STUDENTS ON AN INDIVIDUAL BASIS TO ASSESS THEIR NEED FOR SERVICES AND DEVELOP SERVICES TO MEET THOSE NEEDS.

IF YOU BELIEVE YOU NEED SERVICES NOT COVERED IN THIS BOOK TALK WITH THE VOCATIONAL RESOURCE EDUCATOR (VRE) OR THE OUTREACH COUNSELOR

HOW TO USE THIS HANDBOOK

This handbook is designed for students with disabilities using accommodations at Longview Community College. Each section will briefly describe a procedure or service offered. Please read each section carefully and familiarize yourself with the guidelines.

How do you qualify for services?

In order to qualify for services students must produce written evidence from a qualified professional stating that they have a disability. The federal definition is as follows; a person with a disability (handicap):

1. Has a mental or physical impairment which substantially limits one or more of such person's major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

"Major life activities" includes functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

BEST COPY AVAILABLE

Whom do you talk with about services?

If you have any questions after reading this handbook about services or procedures, write them down. Then arrange a meeting with the Vocational Resource Educator (VRE) or the Outreach Counselor. During this initial meeting you will be able to discuss your college plans. This discussion will help develop a plan for services you will need while on campus. Each student will develop an individualized plan for services with the Special Needs Office at Longview Community College. Special Needs will also provide students information on community organizations which provide services to people who experience a disability.

What is our design for delivering services?

This department is committed to encouraging students to be as independent as they desire on this campus. We do not wish students to become dependent on our services but to use services as a support to accomplish their academic goals. Academic adjustments are based on need, not on desire. Students should be able to discuss their needs openly when they meet with us to insure proper services are provided.

Students may need to experiment with services and develop a package of services which allows them to remain as independent as possible on campus. Students should be aware that services will be designed in a manner intended to remove barriers in the classroom which could hinder a student's ability to learn. It is each student's responsibility to attend their classes as stated in the College catalog. Services are not intended to give the student an advantage over other students in the class.

Services Provided by Special Needs

PHYSICAL ACCOMMODATIONS

Special Needs works with students to help remove architectural or attitudinal barriers they encounter on campus. This could include moving classrooms to accessible buildings, building of ramps or curb cuts, arranging for adjustable tables in class rooms, and/or arranging meetings with professors to educate them on a person's disability. Special Needs does presentations periodically to raise Faculty and Staff's awareness of disability issues and concerns.

If you require special seating such as a:

- Wheelchair desk
- Oversize desk or
- Detached table and chair

You will need to inform the Special Needs Office at least one (1) week before classes begin. Failure to notify may result in delay of such service.

COPYING ASSISTANCE

Students needing copying services because of the inaccessibility of copying machines or for other reasons associated with their disability may request this service from the Special Needs Office.

The student needs to complete a REQUEST FOR SERVICE form and should include all services that the student requires from Special Needs to complete the assignment.

Student will accompany the Special Needs staff to copying machine to supervise copying.

To ensure a set time for copying services the student should request assistance two (2) school days in advance, example... Assignment is due on Friday at noon. The student wishes to copy material on Thursday afternoon. The Special Needs Office needs the request on Tuesday afternoon. This will allow the Special Needs Office to arrange for the staff to work with the student.

If students receive an assignment that has a limited time line they can request more immediate services. Students should realize with short time some personal inconvenience might occur. We will work with students to accomplish the task on schedule.

If this office can not complete the task when a student is given a short time line the student will need to find some other method to satisfy the assignment. If the student needs to approach the instructor for extended time it is the student's responsibility to initiate contact. Special Needs will assist the student and instructor to reach an agreement on academic adjustments.

Students need to give Special Needs an estimate on the time it will take to accomplish the copying. This will assist Special Needs in assigning staff for the job. If there are other tasks involved in the project besides copying these should be included on the REQUEST FOR SERVICE form.

If the student follows the above guidelines and Special Needs is unable to complete the task before the classroom deadline Special Needs will explain to the instructor why the assignment was not completed. It is helpful for students to give Special Needs some leeway in accomplishing the copying assignment.

ENLARGEMENT OF MATERIALS

Students needing enlargements of class handouts, textbook assignments, etc. should follow the same time line and procedures listed above for copying assistance.

INTERPRETER SERVICES

Interpreters will be provided for a student whose disability requires this service. Longview Community College works with a local organization which maintains a pool of interpreters. LVCC is able to provide interpreters in both American Sign Language (ASL) and Signed Exact English (SEE). Students need to identify which sign language they use.

Special Needs will arrange an initial meeting between new students and the interpreter. This meeting will be for the purpose of introducing the student to the interpreter and his/her policies and procedures. The student will be able to discuss the style of interpreting that would be most beneficial for the student.

Students using interpreter services and who know they will miss class need to call the Special Needs Office 24 hours before the class begins. This will assist Special Needs in canceling interpreters for classes the student will miss. If you drop the class you must call Special Needs at once. Students using interpreting services and also receiving Notetaking Services should become familiar with requirements for that service also.

It is important that students take responsibility for working with their instructors to assist in creating a comfortable and usable classroom setting for the instructor, student and interpreter. Special Needs will assist in working with instructors to assist them in learning how to use an interpreter in the classroom properly.

Students need to realize that using an interpreter in a college classroom may differ from a high school classroom setting.

Students can also request interpreter services to attend any college sponsored event or organizational meeting, orientation, meetings with advisers, teachers or deans on campus. When making any additional request student should complete a REQUEST FOR SERVICE form and turn it into Special Needs five days before the meeting. Note: the further in advance this can be accomplished the more time it gives Special Needs to arrange for an interpreter. Read REQUEST FOR SERVICE procedure for more information.

NOTETAKING SERVICES

Students whose disability requires assistance with notetaking will receive these services through Special Needs. This service can be provided in the following methods: Student may have a volunteer notetaker in class to take notes or Special Needs may provide a tape recorder for the student to record their classes. The actual service received will be determined by type of information presented in class, learning style of student, and experimenting with various styles of notes. (Students should experiment at the beginning of the semester to determine best method to use.)

Special Needs will provide tapes and a tape recorder for those students using tape recorders for notetaking. Students are responsible to return tapes and tape recorder to Special Needs at the end of the semester.

Students should occasionally take a copy of notes they receive to their teacher to see if the quality of notes is sufficient for the class.

If a student knows the notetaker will not be in class and they cannot find a substitute then the student should complete a REQUEST FOR SERVICE form (see REQUEST FOR SERVICE procedures for more information) and turn it in two school days before service is needed. If Special Needs cannot find a substitute, a tape recorder will be provided for that class period.

Students may request copies of instructors' notes. Instructors are not required to provide their notes but will sometimes provide students with copies of the overheads used in class. Special Needs can copy the overheads for the student at no charge.

If students are receiving notes from others or taping the class this does not mean they do not need to attend the class. It is each student's responsibility to attend their classes as outlined in the College catalog.

FINDING A NOTETAKER

Approach a student in your class and explain that you would like them to take notes for you.

Special Needs will copy the notes at no charge or provide the NOTETAKER with 2-page NCR paper.

If you do not feel comfortable approaching a student on your own, you could approach your instructor and ask them to make an announcement in class. The request could go something like this: "A student in class needs assistance with notetaking this semester. If anyone wishes to provide this service for the student, please approach me after class for more information. Thank You."

If this does not work Special Needs will approach the class or will try to find a student to be your notetaker for the semester.

TESTING SERVICES

STUDENT'S RESPONSIBILITY

Students whose disability requires the provision of extended time periods or other arrangements for testing can receive this service from Special Needs. The student will need to complete a REQUEST FOR SERVICES form and turn it in a minimum of five school days before the test date. Professors may require students to take tests under their supervision. In this case Special Needs will work with the student and professor. It is the student's responsibility to approach each instructor to determine whether pop quizzes will be given. If so, the student will need to ask the instructor to contact Special Needs about academic adjustments for the quizzes.

Special Needs will coordinate the picking up, administering and returning of the test with professors.

Special Needs will provide a proctor to be present in the room as the student is taking the test. Students and proctors are required to adhere to "Academic Honesty" policies as outlined in the Longview 92-94 Catalog, page 27.

Students may use the proctor to read test questions or write the answers of the test as dictated by the student, word for word, or a tape recorder will be provided to present oral tests or to record student responses. The student is ultimately responsible for making sure their test responses have been accurately represented.

Students need to complete the REQUEST FOR SERVICE form thoroughly to insure they receive all the services they need during the testing time. Proctors will be instructed to provide the specific services requested before entering the exam. They will not alter services once exam has started.

Documentation by the instructor is required for any special equipment needed to take a test (Ex., Calculators for math tests, Typewriter for essay questions). All equipment must be approved before the test begins.

Special Needs will arrange for an accessible room in which the student can take the test. The student should report to Special Needs at the time of test and will be accompanied to the test room by the proctor unless other arrangements have been made in advance.

Students may request assistance by someone familiar with subject matter in areas such as physics or higher mathematics to assist with writing. A proctor will also be assigned in these instances.

Students should not request a Proctor to explain questions. Students are responsible to know material. If the test is of a highly technical nature the student may request the professor to assign an instructor from their department to be present during the test. The final decision rests with the instructor.

PROCTOR'S RESPONSIBILITY

Proctors are responsible to administer the test for students requiring extra time for tests.

Proctors will receive detailed instructions before each exam on their duties.

Proctors are to insure students adhere to "Academic Honesty" policies mentioned above. Proctors will file a written report with the VRE if they believe any violations of this policy have occurred.

Proctoring responsibilities may include the following:

Reading test questions to student.
Writing answers on essay tests. (As dictated by student.)
Filling in boxes on standardized test forms.
Sitting quietly in the room and remaining silent while the student completes the test.
Picking up test at professor's office.
Returning test to professor's office.
Assisting student to test room.
Reporting testing infractions to the VRE.

Proctors are not to clarify questions on the test. Proctors are not all-knowing and do not know if their interpretation is what the teacher is requesting. Interpretation of questions is the student's responsibility.

Proctors may read the questions as many times as requested by the student. Proctors should not emphasize points they think are

important; this may confuse the student.

Proctors should be clear about the time they can devote to proctoring a test. If Special Needs needs to replace a proctor during the test, the Special Needs staff needs to know this in advance. This will avoid disturbing the student taking the test.

TYPING STUDENT PAPERS

Special Needs will type papers for students whose disability requires assistance with typing. The student's documentation should specify whether the disability interferes with typing.

Typing of papers is free of charge to students. Typing will be done by Student Assistants who are proficient at word processing under the supervision of the permanent staff.

If a student wishes to dictate a paper, they may dictate the paper to a student assistant or a tape recorder. Special Needs should receive a REQUEST FOR SERVICE form two school days before the dictation appointment. The rough draft from the dictation will be read back to the student for corrections and clarification.

If students submit a written original, a rough draft will be supplied to students for correction. Only one rough draft will be provided. The rough draft is not to be used for re-writing, but is an opportunity to correct unnoticed errors and to find mistakes made by the typist. Re-writing must be done by the student before Special Needs receives the paper.

Special Needs will run a spelling check on all papers before the rough draft is returned. If unusual words or names are used in papers students need to check these words carefully, Special Needs will not make these corrections. It is extremely important that the rough draft be proofread carefully, since the final draft is just that--final.

Attached is a timetable to be used in scheduling the typing of papers. Please note that the timetable operates from the date the student gives us the paper, not the date the paper is due. It is the responsibility of the student to plan papers so papers are submitted on time. We cannot guarantee the completion of any paper if this schedule is not followed.

We agree to abide by this schedule. If students run into unexpected problems with papers we will try to accommodate the student. Students may experience some inconvenience if they do not follow Special Needs timetables. If Special Needs does not complete papers on time Special Needs will work with the student and the professor.

BEST COPY AVAILABLE

No arrangements made directly with student assistants will be honored. All requests must be turned in on a REQUEST FOR SERVICE form.

The format and style of papers is the responsibility of the writer. If there are problems with the format or style, the student should arrange for a study partner or go to the Writing Lab for help with the format and style BEFORE delivering the paper for typing.

Format and style are usually specified by the instructor, and the typist must receive clear WRITTEN instructions on format and style. If our equipment cannot be used for the desired format or style, we will write a note to the instructor stating our limitations.

Special Needs will return the original, the rough draft, the student's corrections, and a copy of the final paper to the student. (Special Needs will maintain a copy of the final paper on a disk rather than printed paper.) We will attach a notation stating that the paper was typed exactly as given to us by the student.

SCHEDULE FOR TYPING PAPERS		WORK DAYS				
# OF PAGES	PROCEDURE	1	2	3	4	5
1 to 3	Schedule Discussion	1:00 pm				
	Original Draft In	1:00 pm				
	First Draft Ready		8:00 am			
	Corrections Complete		11:00am			
	Final Draft		3:00 pm			
4 to 6	Schedule Discussion	1:00 pm				
	Original Draft In		1:00 pm			
	First Draft Ready			8:00 am		
	Corrections Complete			11:00 am		
	Final Draft			3:00 pm		
more than 6	Schedule Discussion	1:00 pm				
	Original Draft In			1:00 pm		
	First Draft Ready					8:00 am
	Corrections Complete					11:00 am
	Final Draft					3:00 pm

NOTES: Times listed are deadlines. Sometimes we will be able to complete work before the times listed, but we cannot guarantee early completion.

TEXTBOOKS ON TAPE

If you plan to use textbooks on tape you need to have an RFB (Recording for the Blind) number. Applications for services from RFB are available in the Special Needs office. You need to apply approximately 3 months before you plan to start school to get your number. If you have provided appropriate documentation the VRE or Outreach Counselor will sign as the certifying authority. There is a $25 fee to apply for an RFB number.

It will be the student's responsibility to contact the bookstore to get the name, author, edition, and publication date of textbooks they will need each semester. The student can use the RFB catalog in the Special Needs office to see if their textbooks are already on tape and to get the shelf numbers. It is the student's responsibility to order the textbooks.

If the textbooks are not on tape the student will need to follow the RFB policies to get the books taped. RFB needs as much advance notice as possible to tape textbooks.

RFB tapes require a special 4-track cassette player which may be ordered from the Wolfner Memorial Library with applications available in our office. The student needs to allow approximately two months for delivery when ordering the tape player from Wolfner. The tape players are available at no cost to the student.

The Special Needs office has a 4-track cassette player which can be loaned out on an emergency basis should your own tape player break.

REQUEST FOR SERVICE

DATE:_____ STUDENT:_____

SS#_____

Please list services you are requesting. Please use one REQUEST FOR SERVICE form for each class. Should you need additional services for this class at a later time, you will need to complete a separate REQUEST FOR SERVICE form.

The service I am requesting is permanent / temporary. (circle one)
Does this service request replace a previous REQUEST FOR SERVICE Form? Yes_____ No_____

I will need this service on the following date(s) at:

DATE:_____ TIME:_____
DATE:_____ TIME:_____
DATE:_____ TIME:_____
DATE:_____ TIME:_____
DATE:_____ TIME:_____
DATE:_____ TIME:_____

SERVICE REQUESTED:

_____

_____

_____

_____

_____

_____

Estimated time needed for this service request:

_____

_____

_____

Complete this section if you are requesting services for an EXAM.

Department _____ Service Needed: Proctor _____
Course # _____ Reader _____
Instructor _____ Estimated time for test _____

REQUEST ONLY ONE EXAM PER FORM

INCIDENT REPORTING FORM & PROCEDURE

The purpose for this procedure is to help identify gaps in services, procedures and policies of Special Needs. The goals for implementing this procedure are twofold: 1) improve communication with students and 2) use feedback from students to improve the delivery of services.

Students who believe they receive either inappropriate or inadequate services from Special Needs have the right to file an incident report with the VRE.

Incident forms will be left in the reception area of Special Needs for easy access.

Students must take the initiative to file a form on their behalf. Writing assistance will be provided by Special Needs if requested.

Incident forms filed will be kept confidential. After completing the form it should be placed in the "in box" or mailed to the VRE, Campus Center, Room 209.

Students can request a meeting with the VRE upon filing a report.

Students will receive a written response within one week. Services will be corrected as quickly as possible by Special Needs, if indicated.

Students are encouraged to recommend options to help rectify issues. This will assist Special Needs staff in resolving the incident.

Students must file a report within 5 school days of the incident. This time frame will help resolve issues while the event is fresh in people's memories. Hopefully, this will cause the least amount of inconvenience for students especially when issues are related to class notes or tests.

If students are not satisfied with the response from Special Needs then an additional meeting between the student, the VRE and the supervisor of Special Needs will be held. Students may request the attendance of witnesses or other parties at this meeting.

If a resolution to the issue cannot be reached to the student's satisfaction, they may file a complaint with the LVCC, 504 Officer, The Dean of Institutional and Student Development. If a resolution is not reached at this level, students can file a complaint with the Office of Civil Rights in Kansas City. This address and additional information is available by request to all students.

When completing the Incident Form the student should be as detailed as possible and needs to include date, time, place and circumstances of event.

Example:
DATE: 9-10-93 TIME: 8:30 am

PLACE: Science Technology Bldg. CLASS: Biology 101

PROBLEM: Volunteer notetaker did not show up to take notes for class. Just in case I missed the notetaker I went to Special Needs office and no notes were left for me. I talked with Shirley and she said someone was assigned for the class.

RECOMMENDATION: After class the notetaker could meet me at the south entrance to class if we do not meet before class begins.

SPECIAL NEEDS INCIDENT REPORT

DATE: _____ TIME: _____

PLACE: _____ CLASS: _____

STUDENT: _____

PROBLEM

RECOMMENDED SOLUTION

SPECIAL NEEDS RESPONSE

_____ _____

STUDENT SIGNATURE DATE FILED

_____ _____

STAFF SIGNATURE DATE OF RESPONSE

In order to receive classroom accommodations YOU MUST COMPLETE AN ACADEMIC ADJUSTMENT WITH THE VRE OR OUTREACH COUNSELOR EACH SEMESTER. This letter will be signed by you and forwarded to the instructors. On the following page is an example of an Academic Adjustment form that is used by the Special Needs Office for the student.

ACADEMIC ADJUSTMENTS/AUXILIARY AIDS

As mandated by law, the Special Needs Office has documented that this student needs the following academic adjustments and/or auxiliary aids. Any request by the student for services beyond those listed should be processed through consultation with the Special Needs Office.

Student's Name: _____

SS#_____ Semester: _____

Class: _____

Instructor: _____

Special Needs Contact: _____

Academic Adjustments required:

ONE WEEK ADVANCE NOTICE FOR SPECIAL NEEDS OFFICE TO PROVIDE THESE SERVICES:

_____ Scribe to record answers on tests _____ Reader for Exam

_____ Extended time on tests and in class assignments (Double Time or Time and One Half)

_____ Sign language Interpreter

_____ Volunteer Notetaker (Please read attached Notetaker Request.)

_____ Taped exams

_____ Needs to stand now and then _____ Homework on word processor

_____ Lipreads (so needs instructor to face class as much as possible)

_____ An aide (to take notes, assist with doors, books, etc.) will accompany student. (Aide is employee of student)

_____ Uses Spell Checker _____ Needs to use calculator

_____ Tape record lectures

_____ Other: _____

PLEASE CALL 672-2254 WITH ANY QUESTIONS OR PROBLEMS.

THIS FORM NEEDS TO BE UPDATED EVERY SEMESTER.

Student Signature: _____ DATE: _____

RECEIPT OF STUDENT POLICIES AND PROCEDURES

I have received a copy of the Policies and Procedures from the Special Needs Office. I understand it is my responsibility to read this handbook. I understand if I have any questions regarding the Policies and Procedures I can contact the VRE for clarification or adaptation of the policies or procedures.

_____ _____

STUDENT SIGNATURE DATE

Agreement on Adaptations

I am in agreement with the Special Needs Office that the following adaptations to the policies will be enacted for me starting _____ and will be reviewed on _____.

_____ _____

STUDENT SIGNATURE DATE

_____ _____

VRE/OUTREACH COUNSELOR DATE

Handout

LONGVIEW COMMUNITY RESOURCES

Independent Living

The WHOLE PERSON Inc.
3100 Main, Suite 206
Kansas City, MO 64111
816-561-0304 & 531-7749 (TDD)

The WHOLE PERSON Inc. provides training on a variety of independent living issues; Housing assistance and referral; Personal care assistance; Interpreter Service; Peer counseling; Group advocacy and Accessibility information. The fee for services vary. There is no fee for independent living assistance; donations are appreciated for housing assistance. Interpreter costs are based upon ability to pay with a $15 per hour, two hour minimum, for qualified interpreters. Access KC: A Guide for Disabled Kansas Citians is available for a $10.00 donation plus postage (this is a book providing information about wheelchair accessibility of major public buildings and local establishments - includes accommodations made for people with hearing and visual impairments). To receive services, call or visit at the above address.

National Federation of The Blind
6129 Oak Street
Kansas City, MO 64113
816-444-6448

Services provided by NFB include: advocacy and training of skills of blindness; assistance in finding employment; referrals to community resources; cane travel training; aids and appliances; braille information and assistance. There is no fee and no restrictions for becoming eligible for the services. Phone or write for information about receiving the services.

Barrier Busters
4001 E. 138th St.
Grandview, MO 64030
816-763-4467

Barrier Busters will consult, design, construct, and install to provide the right solution to individual accessibility problems within a home. Examples of modifications include stairway lifts, wheelchair lifts, residential elevators, chair lifts, etc. Prices vary according to type and size of job.

Financial Assistance

Rehabilitation Services for the Blind
615 East 13th Street
Kansas City, MO 64106
816-889-2677

Rehabilitation Services for the Blind provides diagnosis and evaluation, physical restoration, and instruction in daily living (including braille and travel training). Also available is vocational training and education, provision of tools and equipment, rehabilitation facility services for adjustment to blindness and attainment of blindness skills, job development, placement assistance/follow-up. There is no fee to receive services. However, to be eligible,an individual must be legally blind or have other severe visual impairments, and must be a resident in the state of Missouri. There must be an assessment of the applicant's vocational needs (for some programs), and an assessment of applicant's financial needs (for some programs). Phone for an appointment.

Division of Family Services
201 Partridge
Independence, MO 64055
816-325-5800

The Division of Family Services offers public financial assistance programs such as Medical Assistance, food stamps, and energy assistance during the winter months. DFS also offers financial programs for individuals who are blind.

Easter Seal Society
1115 East 65th St.
Kansas City, MO 64121
816-333-3223

The Easter Seal Society provides direct financial assistance for transportation assistance and for equipment. There is no service fee, however, to be eligible for assistance one must be 21 years or younger and have a disability.

Vocational Rehabilitation
3640 S. Noland Road Suite 240
Independence, MO 64055
816-325-5850

VR provides diagnosis and evaluation, physical restoration, instruction in daily living (including braille and travel training), vocational training and education, provision of tools and equipment. They also provide rehabilitation facility services for adjustment to blindness and attainment of blindness skills, job development, placement assistance/follow-up. Call the above number for an appointment.

Reading and Referral Services

Recording for the Blind
20 Rozel Road
Princeton, NH 08540
609-452-0606
For book orders: 1-800-221-4792/4793

Recording for the Blind lends recorded educational books to persons who cannot read standard printed material because of visual, physical or specific learning disabilities. Also functions as a recording service for complete, published copyrighted books that are educational in nature.

Talking Books
Wolfner Library for the Blind and Physically Handicapped
P.O. Box 387
Jefferson City, MO 65102-0387
314-751-8720
1-800-392-2614

Persons who are unable to read standard printed material, because of visual of physical limitations are eligible for services offered by the Wolfner Library. Available are magazines and books in the form of cassettes, discs, records, braille and large print. Equipment needed to play the discs, records, plus the material itself, are mailed as "Free Matter" (no charge) to and from patrons. They will also loan out the four track player needed to play their tapes as well as tapes from Recording for the Blind. Kansas City Low Vision Library 311 E. 12th Street Kansas City, Mo 65102 (816) 842-7559

*They will tape text books for free but request lots of lead time.

Transportation

The Metro
Information Line:
221-0660 & 474-0646 (TDD)

The Metro is operated by the Kansas City Area Transportation Authority (KCATA) generally runs from 4:30am to 12:30am daily, with days and times varying for each route. The Metro buses operate on routes within the city limits of Kansas City and on other MO routes including Independence, North Kansas City and Gladstone. Fifty percent of the buses are wheelchair accessible; the remaining will be replaced by lift-equipped buses by 1998. Riders should call the Information Line (operators are on duty from 6:00am to 6:00pm) to determine accessible service. Reduced bus fare for riders with disabilities is .45 cents for regular routes, .55 cents for express

routes,and $17.00 for monthly passes. Individuals should apply for reduced fare by completing an application which includes certification of disability from a physician or qualified agency. Application fee is $1.00. *There are also several types of paratransit services available: demand response, special reserve and limited reserve. To find out about the paratransit services in your area, consult the "1992 Guide to Public Transportation Systems and Paratransit Services in the Greater Kansas City Area" provided by The Whole Person 816-561-0304.

NATIONAL TOLL-FREE NUMBERS

AT&T Special Needs Center
(800) 233-1222
TDD (800) 833-3232

AMC Cancer Info. Center
(800) 525-3777

American Council for the Blind
(800) 424-8666

American Diabetes Association
(800) 232-3472

American Paralysis Association
(800) 225-0292

Better Hearing Institute
(800) 424-8576

Doubleday Large Print Books
(800) 343-4300

Epilepsy Foundation
(301) 459-3700
(800) 332-1000

Higher Education and Training for People with Handicaps
(800) 544-3284

IBM Support Center for Persons with Disabilities
(800) 426-2133

Job Accommodation Network
(800) 526-4698
(800) 526-723

Job Opportunities for the Blind
(800) 638-7518

Job Discrimination Hot Line
(800) USA-EEOC

Library of Congress Handicapped Hot Line
(800) 424-8567Medicare Information Line
(800) 392-8667

MO-Advocacy and Protection for the Disabled
(800) 392-8667

Multiple Sclerosis 24 Hour Info. Line
(800) 624-8236

National AIDS Hot Line
English,(800) 324-AIDS
Spanish,(800) 344-SIDA
Deaf,(800) AIDS-TTY

Nat. Cystic Fibrosis Foundation
(800) 344-4823

National Deafness Info. Center
(8000 672-6720

National Down Syndrome Society
(800) 221-4602

National Easter Seal Society
(800) 221-6827

National Organization on Disability
(800) 248-ABLE

National Rehabilitation Info. Center
(800) 34-NARIC

National Spinal Cord Injury Hot Line
(800) 526-3456

National Tuberous Sclerosis Assoc.
(800) CAL-NTSA

Random House Audio Books
(800) 638-6460

Recording for the Blind
(800) 221-4792
Social Security Information Line
(800) 772-1213

Spina Bifida Association
(800) 621-3141

United Cerebral Palsy
(800) 872-1827

TIPS FOR STUDENTS

1. Plan two hours study time for each hour you spend in class.
2. Study difficult or boring subjects first.
3. Avoid scheduling marathon study sessions.
4. Be aware of your best time of the day.
5. Use waiting time wisely.
6. Use a familiar study area.
7. Don't get too comfortable!
8. Use the library.
9. Pay attention and concentrate while studying.
10. Make those you live with aware of your best study times.
11. Avoid noise distractions.
12. Notice how others misuse your time.
13. Get off the phone!
14. Learn to say NO!
15. Hang a "DO NOT DISTURB" sign on the door.

STUDENT RESOURCES

1993 - 1994 ACADEMIC YEAR

LONGVIEW COMMUNITY COLLEGE

Career Services -career counseling -resume writing -interviewing skills	Counseling Office Career Resource Center Campus Center - 2nd Floor 672-2077	8:00 a.m. - 6:30 p.m. Monday - Thursday 8:00 a.m. - 4:30 p.m. Friday
Child Care	Longview Recreation Center Child Care Center 672-2140	7:30 a.m. - 10:00 p.m. Monday - Thursday 7:30 a.m. - 5:00 p.m. Friday
Community Education -non-credit classes	Community Education Office Building One - Lower Campus 672-2030	8:00 a.m. - 4:30 p.m. Monday - Friday
Computer Assistance -word processing -data processing	Academic Computer Lab Business Building - 2nd Floor 672-2272	8:00 a.m. - 10:00 p.m. Monday - Friday 8:00 a.m. - 2:00 p.m. Sat.
Course Selection -requirements -course content -transferability	Advising Office Campus Center-2nd Floor 672-2077	8:00 a.m. - 6:00 p.m. Monday - Thursday 8:00 a.m. - 4:00 p.m. Friday
Financial Assistance -grants and loans -scholarships	Financial Aid Office Campus Center-2nd Floor 672-2068	8:00 a.m. - 4:30 p.m. Monday, Tuesday, Friday 8:00 a.m. - 2:00 p.m. Wed. 11:00 a.m. - 4:30 p.m. Thurs.
Job Opportunities -job listings -campus job interviews	Job Placement Office Campus Center-2nd Floor 672-2155	8:00 a.m. - 4:30 p.m. Monday and Friday
Pay Fees -payroll checks -financial aid checks -student loan checks	Business Office Campus Center-2nd Floor 672-2020	8:00 a.m. - 4:30 p.m. Monday - Friday
Personal Concerns -academic difficulty -goal setting -stress management	Counseling Office Campus Center-2nd Floor 672-2077	8:00 a.m. - 6:30 p.m. Monday - Thursday 8:00 a.m. - 4:30 p.m. Fri
Placement Testing -academic assessment	Special Needs Office Campus Center-2nd Floor 672-2145	8:00 a.m. - 4:30 p.m. Monday - Friday Evenings by appointment
Program for Adult Continuing Education	PACE Office Campus Center-3nd Floor 672-2215	8:00 a.m. - 5:00 p.m. Monday - Thursday 8:00 a.m. - 4:30 p.m. Fri

Reading & Study Skills Assistance -diagnostic testing	Reading Center Campus Center-2nd Floor 672-2070	8:00 a.m. - 4:30 p.m. Monday - Friday
Recreation Center -physical ed classes -intramurals -special events	Longview Recreation Center Lower Campus 672-2400	8:00 a.m. - 10:30 p.m. Monday - Thursday 8:00 a.m. - 8:00 p.m. Fri 8:00 a.m. - 8:00 p.m. Sat 10:00 a.m. - 8:00p.m. Sun
Reference Materials -books, resources -typewriters -audio tapes	Learning Resource Bldg Library 672-2080 672-2268 (Ref desk)	7:30 a.m. - 9:00 p.m. M-Th 7:30 a.m. - 4:00 p.m. Fri 9:00 a.m. - 1:00 p.m. Sat
Special Needs -vocational rehabilitation -physical disabilities -single parents -learning disabilities	Special Needs Office Campus Center - 2nd Floor 672-2254	8:00 a.m. - 4:30 p.m. Monday - Friday Evenings by appointment
Student Activities -special events -clubs, organizations -leadership opportunities	Student Activities Office Campus Center - 2nd Floor Room 253 672-2130	8:00 a.m. - 4:30 p.m. Monday - Friday
Student Records -transcripts -graduation filing -change of address	Records Office Campus Center - 2nd Floor 672-2244	8:00 a.m. - 6:00 p.m. Monday - Thursday 8:00 a.m. - 4:30 p.m. Fri
Textbooks -class textbooks -study guides -supplies -greeting cards	Bookstore Campus Center - 1st Floor 672-2188	8:00 a.m. - 7:00 p.m. Monday and Tuesday 8:00 a.m. - 4:00 p.m. Wed., Thurs., Fri. 8:30 a.m. - 12 Noon First Saturday each month
Tutoring -all subjects -free	Learning Center Campus Center - 2nd Floor 672-2205	8:00 a.m. - 8:00 p.m. Monday - Thursday 8:00 a.m. 4:00 p.m. Fri
Veterans' Assistance -benefits -programs	Financial Aid Office Campus Center - 2nd Floor 672-2110	8:00 a.m. - 4:30 p.m. Monday - Friday

The times listed are regular semester office hours. Contact the individual offices for summer and holiday office hours.
During the summer, Longview is open Monday through Thursday!

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PROJECT ABLE AT A GLANCE

Making the transition from high school to college is a challenge in the best of circumstances. Students with learning dis abilities or head injuries may encounter defeating frustrations.

In high school, progress is continually monitored and support services offered to those who need them. But in college, students are on their own. ABLE is designed to help those with learning disabilities or head injuries become independent learners. It is a program of specialized courses and coun seling to teach the skills needed to be successful.

ABLE also will assist students with regular college courses leading to a certificate or degree and/or transition into employment.

An educational plan will be developed for all ABLE partici pants which will strengthen aca demic, social communication and life skills.

Research has shown that keys to academic success include:

- Adequate self-esteem
- Self-advocacy skills
- Having a support system
- Knowing how to learn
- Adequate basic skills

Project ABLE includes:

Structured curriculum (to build the skills you need to succeed in college)

- Basic academic skills courses.
- Guidance courses (self-awareness, self-advocacy, career planning).
- Study skills courses, paired with regular college courses.

Support groups to share successful techniques as well as frustrations and solutions to problems.

Learning Assistance provided by trained specialists

Who is eligible for ABLE?

Any student with a learning disability or head injury that can be verified by diagnostic testing is eligible to apply.

A person with a learning disability is defined as having:

- average or above-average intelligence
- no other primary disability
- a severe discrepancy between achievement and aptitude and/or severe processing deficits
- a permanent (incurable) disability

You do not have to pursue a college degree to be eligible for ABLE, although all ABLE participants will be enrolled at Longview Community College.

How to apply:
The application process will take several weeks and should be started at least one month prior to registration.

1. Request, complete and submit applications to Project ABLE and to Longview Community College.
2. After applications are submitted, placement tests should be scheduled and an initial interview will be arranged to obtain more background information. Each applicant will need to provide academic records, including diagnostic reports and family and medical history.
3. Those accepted for Project ABLE will be scheduled for a second interview to develop an educational plan and to arrange needed services.

Enrollment is limited.
Classes will be limited in size and trained specialists will provide academic and counseling support.

LONGVIEW COMMUNITY COLLEGE

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ABOUT LONGVIEW

Founded in 1969, Longview Community College offers high quality transfer and career programs conveniently and at a reasonable cost. Longview's main campus, on the eastern shore of Longview Lake, is close to Lee's Summit, Raytown, Grandview, Belton and south Kansas City. The Blue Springs Campus of Longview serves the eastern metroplex. Over 9,000 students of all ages attend day, evening and weekend classes at Longview.

Special services include counseling, academic advising, career planning, financial aid, placement, child care, handicapped assistance and veterans' programs. Admission is open to all high school or GED graduates. To apply, complete an Application for Admission (available from the Admissions/Advising Center), and have high school, GED and previous college records sent to the Longview Records Office.

For more information about Project ABLE, contact Mary Ellen Jenison at [illegible]

LONGVIEW COMMUNITY COLLEGE

Main Campus
500 Longview Road • Lee's Summit, MO 64081 • 816/765-[illegible]

Blue Springs Campus
1501 West Jefferson • Blue Springs, MO 64015 • 816/228-[illegible]

One of the Metropolitan Community Colleges
An Equal Opportunity/Affirmative Action Employer

PROJECT ABLE

Academic Bridges to Learning Effectiveness

A transitional program for the learning disabled and head-injured students who want to succeed in college.

LONGVIEW COMMUNITY COLLEGE

ABLE FACT SHEET

1. Project ABLE is a structured curriculum, designed to help individuals with learning disabilities or head injuries become independent learners.

2. Only students with diagnosed learning disabilities or head injuries are admitted to the program.

3. Courses required in ABLE include the following:

GUIDED STUDIES BLOCK (first semester in program)

GUID 100 Personal Development — 2 credit hours
(Social skills, coping skills, sexuality, assertiveness, decision-making, networking)

GUID 113 Orientation — 1 credit hour
(Adaptation to college, college resources, interest discovery, life roles, significance of program)

GUID 114 Educational Options — 1 credit hour
(Learning styles, negotiation, accommodations, self-advocacy)

STUDY SKILLS BLOCK

READ 108 College Success Skills — 3 credit hours
(Time management, organizational and study skills)

Regular College Course
(selected from Composition and Reading, American History, Intermediate Algebra, General Psychology, College Reading, Fundamentals of Speech, Logic, Sociology)

CAREER PLANNING COMPONENT

GUID 150 Human Values in Career Planning — 3 credit hours
(Exploration of various careers in terms of abilities and interests)

All of the above courses may be applied toward the Associate in Arts Degree.

ABLE students also take a keyboarding course, if needed, as well as basic skills courses appropriate for them.

5. All ABLE students are required to attend one support group session per week, as well as study sessions to reinforce new skills.

6. ABLE classes contain no more than twelve students each.

7. In-state Project ABLE students pay a tuition fee of $80 per credit hour as long as they are in the program. Out-of-state tuition is $121 per credit hour. A $15 lab fee is assessed for Personal Development.

8. Enrollment takes place through the ABLE office only.

9. Support group sessions for parents and significant others of Project ABLE students are held monthly.

10. The application process should begin at least one month before classes start, two months if the student also is applying for financial aid.

For more information
about Project ABLE
CALL 672-2366
Mary Ellen Jenison
Missouri 1992 Learning Disabilities
Association Professional of the Year

Longview Community College
500 Longview Rd.
Lee's Summit, Mo. 64081

Counseling, Advising and Career Services

Longview Community College

Academic Advising
672-2077
Lois Avery
Jan Welterman
Blanche Wright

Assists students in curriculum and degree planning and provides information concerning Longview and transfer school requirements.

Counseling
672-2077
Bruce Appel
Tom Garrett
Barbara Mehnert
Elna Morrow
Jerry Ommen
Judy Pratt
Theda Sorenson

Counseling services by professional counselors, assistance in making realistic decisions in educational and personal achievement, career planning, interpersonal relationships, conflict resolutions, and stress management.

Special Needs
672-2254
Connie Flick-Hruska
Mary Sturdivant

Services to special populations: Intervention and/or accommodation for students who are physically disabled or learning disabled.

Counseling and resource referrals to single parents, displaced homemakers, and/or students experiencing academic difficulties.

Alana Timora

Vocational evaluation and/or diagnostic evaluation.

Resource Library
672-2255

Printed materials and self-assessment inventories as well as interactive computer programs.

Job Placement
672-2155
Joe Perez
Lyn Hammond

Assistance in finding full and part-time employment. Linkage to the computerized job bank "Project Hire" which lists jobs for the entire Metro area.

Now, a new program for students with disabilities that makes **careers** more accessible.

Get invaluable career-related experience! Take advantage of a new internship program, called WORK ABILITY, which can help you overcome your unique employment barriers.

Internships are available for Metropolitan Community Colleges students who have completed one semester of study. Career counseling and other support is provided if necessary.

PENN VALLEY
Joanie Friend • 759-4153 • (TDD) 759-4383

MAPLE WOODS
Janet Weaver • 437-3095 • (TDD) 437-3318

LONGVIEW
Connie Flick-Hruska • 672-2254
(TDD) 672-2144

POSITIONS ARE LIMITED. CALL FOR AN APPOINTMENT TODAY!

WORK ABILITY

WORK ABILITY is Federally Funded through U.S. Dept. of Education • Equal Opportunity/Affirmative Action Employer.

Your most able employee could be someone with a disability. Hire one of our student interns.

Too many job applicants are handicapped where it really counts: work ethic, enthusiasm, productivity or talent.

As a result, it's hard to find the good people you need.

We can help. Through a Metropolitan Community Colleges program called Work Ability, some of the best and brightest workers you'll ever meet are available for internships.

They just happened to have a disability.

Give experience. Get excellence.

If you've never hired an intern before, it's time you did. Your investment in training is more than rewarded by the work they do for you. And an intern's enthusiasm is catching. They add new energy wherever they go.

They are a valuable asset to any company.

Try before you buy.

Through Work Ability, you'll have a sure way to find the qualified, educated employees you need.

We send you interns who fit that description and you evalute them without a long-term commitment. If you like their work, hire them; if not, don't.

The bottom line? You cut the cost and hassle of recruitment and reduce employee turnover.

You may also qualify for a Targeted Jobs Tax Credit which can provide up to $3000 in tax credits for each Work Ability student you train.

Beyond that, Work Ability also gives you the satisfaction of helping students take the first step on the path to successful careers.

Awareness training.

Now that the Americans with Disabilities Act has passed, smart companies are taking steps to learn more about it.

If you hire an intern through Work Ability, we will provide awareness training for your company. This can range from simple consultations on providing accessibility for people with a disability to presentations to increase company awareness of their needs.

How the program works.

Students who have completed one semester of study toward their vocational goal are eligible for this program. Our Career Development Coordinators assist them in establishing goals and objectives for internships and make the appropriate employer-intern match.

All you have to do is hire a student for a semester or two, show him or her the ropes, assign appropriate work, supervise progress and complete an Employer Survey and Intern Evaluation form.

We'll use this form and any other input you provide to adjust our training so you can be sure of getting even more qualified students in the future.

Put Work Ability to work.

If you're looking for productive employees, start with Work Ability. Our students are ready, willing and able. To learn more, send us the attached business reply card, or call us direct at (816) 932-7600, ext. 726.

WORK ABILITY

A program of the Metropolitan Community Colleges

PENN VALLEY • MAPLE WOODS • LONGVIEW

For information, contact:
Career Development Coordinator, Work Ability Program
3201 Southwest Trafficway, Kansas City, MO 64111, (816) 932-7600, ext. 726

(816) 931-4431

Tell me more.

In addition to internships, Work Ability also provides disability training seminars. To learn more about Work Ability, check all the interests that apply below and we'll give you a call.

- ___ **Making my company an internship site.**
- ___ **Being a mentor to an intern.**
- ___ **Attending an employer awareness training seminar.**

NAME _____

TITLE _____

COMPANY _____

ADDRESS _____

CITY, STATE, ZIP _____

PHONE _____

Please clip out and mail to:
CAREER DEVELOPMENT COORDINATOR
WORK ABILITY PROGRAM
5201 Southwest Trafficway, Kansas City, MO 64111

For information, call us at:
(816) 932-7600, ext. ~~726~~ 751 • Fax (816) ~~561-5914~~ 561-0151

WORK ABILITY is an equal opportunity service funded by the U.S. Dept. of Education

An Equal Opportunity/Affirmative Action Employer

Ready, willing and able.